

INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Brilliance Academy

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	<i>Unsatisfactory</i>	Lesson matches original description	<i>4 Exceeds Standards</i>	Criminal Background Checks	<i>Non Compliance</i>
Recruiting Materials	<i>Unsatisfactory</i>	Instruction is clear	<i>4 Exceeds Standards</i>	Health/safety laws & regulations	<i>In Compliance</i>
Academic Program	<i>Satisfactory</i>	Time on task is appropriate	<i>3 Meets Standards</i>	Financial viability	<i>In Compliance</i>
Progress Reporting	<i>Unsatisfactory</i>	Instructor is appropriately knowledgeable	<i>4 Exceeds Standards</i>		
Assessment and Individual Program Design	<i>Unsatisfactory</i>	Student/instructor ratio: 3-7:1	<i>3 Meets Standards</i>		

Brilliance Academy is placed on probation for the 2008-2009 school year due to concerns regarding submitted documentation as detailed in the enclosed monitoring report. As such, Brilliance Academy has been required to implement corrective actions to address all areas of concern.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Brilliance Academy
REVIEWER: ST

DATE DOCUMENTATION RECEIVED: February 14, 2008

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	BOTH of the following: -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <i>In addition to:</i> ONE of the following: -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>)	-Resumes -Training Certificates of Completion -Orientation training manual and PowerPoint presentation	X		-Based on resumes submitted, tutors meet tutor qualifications; -Although verification documenting that tutors completed provider's orientation training was received, no documentation was submitted to verify that tutors have attended Quality Assurance trainings, or completed training on educational theory, differentiation, learning modalities, or layered curriculum as stated in provider's application.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment brochures and flyers -Program description for parents	X		-Program description detailed in recruitment brochures matches provider application description. However, 2 brochures include inaccurate information regarding other providers' programming and lists an inaccurate organization as approving the provider to offer services in Indiana.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Academic Program	<p>ONE of the following:</p> <ul style="list-style-type: none"> -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with. 	<ul style="list-style-type: none"> -Math, Reading and Language Arts lesson plans -Specific connections to Indiana Academic Standards 		X	<ul style="list-style-type: none"> -Lesson plans match those submitted with provider application and those observed during onsite monitoring visits; -Lesson plans provide clear directions and guidance for tutors to follow; -Lesson plans are very detailed and organized beginning with a list of materials that will be needed, introduction activity, instructional time, independent practice time, partner activities for students, and then ending with wrap-up activities and a conclusion; -Lessons clearly connect to Indiana Academic Standards.
Progress Reporting	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent 	<ul style="list-style-type: none"> -Progress reports -SES Contracts and Agreements -Timeline for sending reports 	X		<ul style="list-style-type: none"> -According to at least one district, the provider did not submit progress reports in accordance to the timeframe agreed to in SES Contracts; -Progress reports include lists of skill sets upon which students will work, assessment scores and also feedback on student's attitude and behavior. However, progress reports do not include all of IDOE's required components (see memo sent to providers in December 2007) such as <i>specific</i> information regarding how the student is improving his/her academic achievement as well as student strengths and areas in need of improvement. In addition, progress reports do not include measureable goals.
Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how 	<ul style="list-style-type: none"> -Individual Learning Plan development flow chart -Individual Learning plans and assessment scores 	X		<ul style="list-style-type: none"> -Individual Learning Plan development process is clearly described in a user friendly step-by-step process in a flow chart; -Some Individual Learning Plans connect directly with student pre-assessment scores by specifically targeting skills identified as areas in need of improvement in student assessments. However, it is unclear why students had two learning plans that were often inconsistent with each other. For

	<p>provider's pre and post-test assessment correlates to Indiana academic standards.</p>			<p>example, many of the objectives on one learning plan were different than the objectives on the second learning for the same student. Also, many of the learning plans attached to SES Agreements for students included work on standards that were not grade level appropriate for Indiana students. In addition, learning plans list skills upon which students will work but do not include measurable goals. For example, some learning plans list "spelling" or "reading comprehension" as objectives but do not describe the specific goal associated with these skills (i.e. Is the goal growth in these skill areas as measured by pre and post-test scores? What is the amount of increase that is expected in terms of student growth in a particular skill set? Etc.);</p> <p>-It is not apparent exactly how provider's assessment connects specifically to Indiana Academic Standards. Provider was not able to clearly demonstrate or describe the correlation between provider's assessment and Indiana Academic Standards.</p>
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On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Brilliance Academy

SITE: Clinton Young Elementary; Northside Elementary

TUTOR'S INITIALS (ALL TUTORS OBSERVED): W.W.; S.M. & B.W.

NUMBER OF LESSONS OBSERVED: 3

DATE: January 23, 2008; January 30, 2008

REVIEWER: S.T. & M.C.; S.T. & M.C.

TIME OF OBSERVATION: 3:50 p.m.; 3:18 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application				X	<ul style="list-style-type: none"> -At one site, students worked with their tutor on a lesson on recognizing geometric shapes and identifying the perimeter of objects. Students were given manipulatives to use while creating geometric shapes requested by the tutor. Students also participated in a hands on activity when they were asked to identify new shapes they had just learned in their lesson by placing tags on objects around the room; -At another site, two groups of students worked with their tutors and tutor assistants. One group worked on a language arts activity in which students paired off with each other and then used a worksheet to quiz each other on identifying parts of speech, main ideas, topic sentences, and details while the tutor and tutor assistant periodically checked in with students. Another group of students worked on a language arts lesson on parts of speech. Students were asked to pair off and write words that fall into the categories of noun, pronoun, verb, etc. Once pairs were finished, they shared their responses with the group and the group was asked to vote on whether the pair's response was correct; -All portions of observed lessons matched provider's application.
Instruction is clear				X	<ul style="list-style-type: none"> -Tutors communicated clear directions and instructions making it very easy for students to understand what they should be doing at each point during the session; -Tutors provided clarification any time a student or group of students were uncertain about a concept that was being learned or a new task that was assigned; -Tutors often had students repeat back to them what the new task or assignment was in order to ensure that the group as a whole knew exactly what was to be completed; -Numerous elements of the Gagne theory of instruction (as detailed in provider's application) were observed during lessons. For instance, tutors began each lesson by gaining students' attention, shared the day's learning objective, reviewed previous information, presented new concepts, encouraged practice, and provided feedback.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Time on task is appropriate			X		<ul style="list-style-type: none"> -Students were engaged in their lessons and only a few students had to be redirected by their tutor once; -Even during individual practice times, when students worked individually until or unless they needed tutor assistance, students worked diligently and were on task.
Instructor is appropriately knowledgeable				X	<ul style="list-style-type: none"> -Tutors were clearly knowledgeable about the lessons that were to be covered during tutoring sessions and also gave reviewers an accurate overview of provider's lesson structure, goal setting and pre/post-testing set up which demonstrated their knowledge of provider's program; -Tutors provided positive feedback and guidance to students throughout the session and interacted with students in a manner that made it evident that tutors had established a great rapport with students; -Tutors implemented the instruction and provider's curriculum by referring to their "tutor binder" throughout the lesson. Upon reviewer's observation, the tutor binder clearly laid out each activity (lesson preview, review, introduction of new concept, materials to use, guided lesson conversations etc.) that should be covered in the lesson in a step by step format; -Tutors possessed impressive skills with effectively guiding students through their lessons and adjusting instruction when necessary. For example, when it was clear students had not grasped a concept, a tutor adjusted the format of the lesson by moving to the hands-on activity ahead of time in the session to provide these students with another means of working on mastering the concept. Another example is that all tutors were observed reviewing previously learned concepts with students before moving on to a new lesson to ensure student comprehension before moving on to something more difficult.
Student/instructor ratio: 3-7:1			X		<ul style="list-style-type: none"> - Small and large group instruction were observed; - Ratio matches that reported in original provider application.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Brilliance Academy
REVIEWER: ST

DATE DOCUMENTATION RECEIVED: February 14, 2008

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	-Criminal Background Checks -At least one background check included a tutor’s name that was misspelled. In addition, one tutor’s background check was not completed prior to the tutor working with students.		X
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Safety notice statement in “Tutor Roles & Responsibilities” Document -Tutor Rules/Guidelines -Student Release Policy	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	-Verification of liability insurance -Tax returns	X	

